

NEXT-GEN WORLD LANGUAGE LEARNING



World language acquisition is an important component of global competitiveness and, beyond that, global competency. The latter is necessary for students if they are going to thrive in an interconnected world in which college and career readiness increasingly demands cultural fluency and world language fluency. The growing availability of high-quality online and blended learning resources empower schools with a new set of tools that can expand student access to world language instruction and improve global competency.

learn öğrenmek TIMLŁŁ
学会 kujifunza apprendre
lernen aprender
सीखना imparare
discere فَعِم

GLOBAL COMPETENCE

**ability to
understand the
world,
appreciate
interdependence
and act on
issues of global
significance**

“All students should have access to high-quality foreign language programs starting in the earliest grades. If all Americans grew up proficient in at least one language in addition to English, and if instruction about other countries’ histories and culture were built into the standard K-12 curriculum, young people would develop better understandings of world cultures and be better equipped to converse, collaborate and compete with peers worldwide.”

**77 COUNCIL
ON FOREIGN
RELATIONS**

Is training in a second language and multiculturalism needed to remain globally competitive?

97%

100 K-12 leader respondents

YES

96%

100 Higher Education leader respondents

YES

(Source: Center for Digital Education Research Survey, October 2012)

Who can converse in a 2nd language other than their official native tongue?

53%

Europeans

18%

Americans

(Source: 2010 speech by US Secretary of Education Arne Duncan)

What is the biggest barrier to implementing a language program?

69% say limited funding

100 K-12 leader respondents

75% say limited funding

100 Higher Ed leader respondents

(Source: Center for Digital Education Research Survey, October 2012)

In America, developments in technology coupled with the shift to common college- and career-ready standards and the next generation of student assessments create an unprecedented national opportunity to make a renewed commitment to global competence. The development that holds the greatest promise for improved world language proficiency is combining the access and flexibility of online learning with the support and motivation of on-site teachers. Technology can help teachers to create a 21st century global environment for language study by driving student engagement -- which, in turn, motivates students to higher levels of success with the language.



DESIGN PRINCIPLES FOR NEXT-GEN WORLD LANGUAGE INSTRUCTION

Active immersion

Mobile learning

Student-centered collaboration

Interdisciplinary work

Game-based learning & augmented reality

Standards-based grading

Competency-based learning

Reorganization of physical space

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

77 NELSON MANDELA

BLENDED-LANGUAGE MODELS

According to a [2011 report](#), blended language environments offer successful learning outcomes because students receive more personalized attention whether from the teacher or from the Rosetta Stone resources.

Fully online
with options for
face-to-face
instruction



Curriculum
primarily online
with some
class/lab time



Curriculum primarily
online with regularly-
scheduled class/lab time



Classroom instruction
with required online
components outside
of class



Classroom
instruction with
optional online
resources



“To prosper economically and to improve relations with other countries, Americans need to read, speak and understand other languages. It’s absolutely essential for the citizens of the United States to become fluent in other languages and schools, colleges and universities must include producing bilingual students as a central part of their mission.”

77 U.S. SECRETARY OF EDUCATION ARNE DUNCAN

Increasing students’ world language skills and cultural/global competency is no longer a luxury; it is a 21st-century necessity. American students, both elementary and secondary, need access to high-quality world language instruction. School and district leaders can harness the power of blended learning language tools to create the next generation of American graduates ready to collaborate, compete, and connect on the global stage.

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Download the full version of “The Next Generation of World Language Learning” White Paper (available 10/15/2013)